# Stage 1

# Child Studies 2

# Assessment Task 2 – “Child Safety”

**Assessment Type 3:** Investigation

**Task Description:** Written, oral or multimodal investigation report (individual)

**Learning Requirements:** 3 ,5, 7

**Area of Study 3**: Children, Rights, and Safety

**Due Date: Friday 25th March (end of week 9)**

**Purpose:** To investigate a contemporary issue related to child development in the community with a particular focus on child safety and injury prevention.

**Background:**

*Providing and maintaining a safe environment for your child can be a challenge for any parent. Children under five years old are more vulnerable to accidental death or injury than any other age group.[[1]](#footnote-1) Injury and poisoning includes falls, transportation accidents, accidental drowning and accidental poisonings including pharmaceuticals, as well as fire, burns and scalds. Despite the leading causes of death being different for different age groups, when all causes of injury (including poisoning) are combined, injury is the leading cause of death among children aged 1-12. Deaths from all causes are relatively low during childhood. However, many causes of death of children ages between 1 and 12 years are preventable.[[2]](#footnote-2)*

**Task: Consider the following question. Choose one area of childhood injury to research and give your opinion on what is being done and what could be done better.**

“Given that injury is the leading cause of death in children aged 1-12, are we doing enough to keep children safe?”

**Research**

* Choose one area of childhood injury.
* Investigate the statistics for that injury and the prevention initiatives.
* What are the main reasons that this type of injury happens to children? (*you could gather primary data here – for example a survey or interview questions – NB guest speaker from KIDSAFE on Monday 28th Feb*
* What are your views on causes and prevention of injuries?

You need to gather your information (with appropriate acknowledgement) from a wide variety of sources – texts; journals; articles; websites. Make sure they are **reliable** and **valid.**

\*\**primary sources* (e.g. surveys – evidence from people using “Survey Monkey” to answer specific questions about...; etc and/or,

\*\**secondary sources* (e.g. books, newspaper articles, journals, electronic sources).

Then you need to **analyse** the collected information to reach a **conclusion** about your answer to the question. **ensure that your answer is based on your research.**

**Investigation - the specific features are as follows:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **E** |
| Productive, well-planned, and well-organised investigation of contemporary issues related to the safety, health, and well-being of young children. | Mostly productive, planned, and organised investigation of contemporary issues related to the safety, health, and well-being of young children. | Competent and generally organised investigation of contemporary issues related to the safety, health, and well-being of young children. | Some basic investigation of one or more aspects of a contemporary issue related to the safety, health, and well-being of young children. | Attempted investigation of an aspect of the safety, health, or well-being of young children.  **No Evidence** |

I1 Investigation of contemporary issues related to the safety, health, and well-being of young children.

I2 Identification and use of different primary and/or secondary sources, with appropriate acknowledgment.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **E** |
| Focused and discerning identification and use of a variety of primary and/or secondary sources, with appropriate acknowledgment. | Mostly focused and logical identification and use of a variety of primary and/or secondary sources, with appropriate acknowledgment. | Competent identification and use of different primary and/or secondary sources, with generally appropriate acknowledgment. | Superficial identification and use of one or more primary or secondary sources, with some inconsistent acknowledgment. | Limited identification, use, or acknowledgment of primary or secondary sources.  **No Evidence** |

I3 Application of literacy and numeracy skills, and use of appropriate terminology.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **E** |
| Highly effective application of literacy and numeracy skills, including clear and consistent use of appropriate terminology. | Effective application of literacy and numeracy skills, including mostly clear use of appropriate terminology. | Generally effective application of literacy and numeracy skills, including competent use of appropriate terminology. | Inconsistent application of literacy and numeracy skills, with use of some terminology that may be appropriate. | Attempted application of literacy and numeracy skills, with attempted use of terminology that may be appropriate. **No Evidence** |

**Problem Solving - the specific features are as follows**:

P3 Justification of decisions about problem-solving and implementation strategies.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **E** |
| Clear and very relevant justification of decisions about problem-solving and implementation strategies. | Mostly clear and relevant justification of decisions about problem-solving and implementation strategies. | Generally relevant justification of decisions about problem-solving and implementation strategies, with some clarity. | Some description and partial justification of one or more problem-solving and/or implementation strategies. | Attempted description of one or more problem-solving or implementation strategies. **No Evidence** |

Reflection - the specific features are as follows:

R2 Reflection on the impact of technology on the health and well-being of children.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **E** |
| Astute reflection on the impact of technology on the health and well-being of children. | Well-informed reflection on the impact of technology on the health and well-being of children. | Informed reflection on the impact of technology on the health and well-being of children. | Some superficial reflection on the impact of technology on the health or well-being of children. | Identification of one or more impacts of technology on the health or well-being of children **No Evidence** |

R3 Reflection on contemporary issues related to child development.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***A*** | ***B*** | **C** | **D** | **E** |
| Insightful reflection on contemporary issues related to child development. | Well-informed reflection on contemporary issues related to child development. | Informed reflection on contemporary issues related to child development. | Superficial reflection on one or more contemporary issues related to child development, tending towards basic description. | Limited description of one or more contemporary issues related to child development  **No Evidence** |

**Overall Grade: A B C D E**

**Comment:**

STUDENT RECORD SHEET   
FOR SUPERVISION AND VERIFICATION

ASSESSMENT COMPONENT 3: INVESTIGATION

|  |  |  |  |
| --- | --- | --- | --- |
| **Stage of Development, and Activity** | **Due Date** | **Date Submitted** | **Signature of Teacher** |
| Identify the Issue/Focus of the Investigation  * Confirm your area of injury | Monday 28th Feb |  |  |
| Plan the Investigation  * Begin a log/journal of work done; keep notes, references, and dates. * Present evaluated sources of information. i.e. collected research. * Communicate the progress of work to the teacher. | Friday 4th March |  |  |
| Draft Investigation\*  * Present a draft investigation (within the word-count) for comment. | Monday 14th March |  |  |
| Final Product  * Undertake any revision and present the final issues analysis, with notes, drafts, and the completed log. * Verify the word-limit up to a maximum of 600 words. | Friday 25th March |  |  |

\*One draft should be presented for feedback.

This investigation has not been submitted for another SACE Board assessment and, to the best of my knowledge and belief, contains no material previously published or written by another person, except when due reference is made in the text.

A teacher who is unable to verify that the final piece of work submitted for an assessment component is the student’s own work must initiate a breach of rules action through the school’s SACE coordinator.

Signature of student Date\_\_\_\_\_\_\_\_\_\_\_\_

Signature of teacher Date

**Assessment Conditions:**

An investigation may be presented in written, oral or multi-media presentation with **maximum** word length of ***600 words or 4 minutes for oral or multi-media***.

Your investigation should be formatted as follows. You **must** also include your name, task name and word count. Submit a hard copy attached to this task sheet and/or email it to your teacher ([penny.mcintyre@ntschools.net](mailto:penny.mcintyre@ntschools.net) ).

*A Suitable Title*

*Introduction:* Introduce childhood injury and the area that you have chosen to investigate

*Discussion and analysis:* Research injury statistics; prevention strategies; reasons for injuries; impact of injuries; Do interviews, surveys, summarise findings

*Conclusion*

* Briefly sum up what you believe – are we doing enough to prevent childhood injuries in this area and keep our children safe?

*Bibliography (new page)*

* acknowledge all relevant documents and images as per SACE guidelines

Use the references function on Microsoft Word to reference in text or use footnotes (see footnotes on page 1). The reference function will produce a bibliography in the following format. You will be expected to produce a bibliography of at least this standard.

# Bibliography

Australian Competition and Consumer Commission. (2006). *Keeping baby safe: a guide to nursery furniture.* Canberra: Commonwealth of Australia.

Slattery, S. G. (2009). *VCE Health and Human Development Units 1 & 2.* Port Melbourne,: 2009.

# Works Cited

Australian Competition and Consumer Commission. (2006). *Keeping baby safe: a guide to nursery furniture.* Canberra: Commonwealth of Australia.

Slattery, S. G. (2009). *VCE Health and Human Development Units 1 & 2.* Port Melbourne,: 2009.

1. [↑](#footnote-ref-1)
2. [↑](#footnote-ref-2)